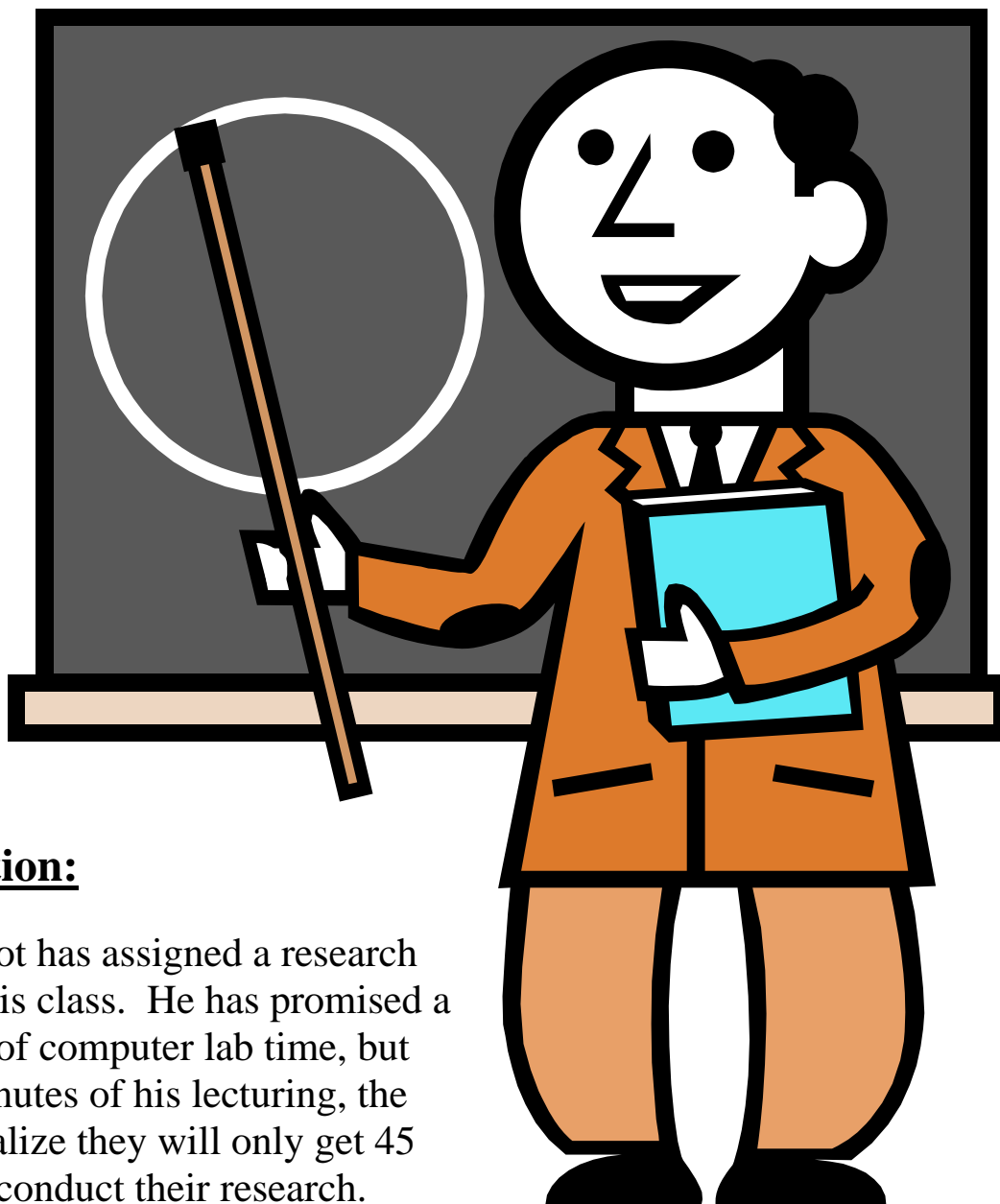


REFINING YOUR SEARCH SKILLS

A Lesson Created and Taught by Mrs. Hornberger



Introduction:

Mr. Gabsalot has assigned a research project to his class. He has promised a full period of computer lab time, but after 45 minutes of his lecturing, the students realize they will only get 45 minutes to conduct their research.

Most of the students are too busy that night to research at home and the rest would like to avoid research later that night. They need to make the most of their dwindling lab time.

Three of Mr. Gabsalot's students are listed below. It will be your job today to identify search skills that will help each student become more effective at online searching.

Random Regina: Regina always picks topics that are too broad. When she types in keywords, she receives thousands of results. It is quite possible that at the very end of her results list is the perfect article for her! If she continues to receive results lists that are too large to manage, she is likely to miss articles which would enhance her research. Regina needs to learn how to narrow her searches so that she can get a more manageable amount of results. She needs to become able to weed out articles that are of no use to her and only receive articles specific to her needs.

Obscure Ollie: Ollie always picks topics that are too specific. He will type in keywords that are so uncommon that he will be **lucky** to even get one or two results. Ollie may believe that he must change his topic in order to receive information. On the Internet, switching topics is usually unnecessary. Ollie needs to become able to broaden his search so that he can get enough results to work with.

Scientific Sadie: Sadie is already pretty good at narrowing and expanding her searches. Even so, there is more for Sadie to learn! There are more advanced searching capabilities that can help Sadie to become a more efficient searcher. Sadie does not yet know that she can often adjust the way in which articles are sorted and returned to her, she doesn't know that she can limit her results to only receive full text articles or to only the most scholarly articles (blocking short or non-informative results). Sadie's results will improve when she is aware and in control of these features.

To help Mr. Gabsalot's students, you will be reading search tips and help screens from various online resources. You will chart the purpose for each search technique, an example of it, and identify which of Mr. Gabsalot's students each technique will help.

To do this, you may use your favorite search engine, subscription database, or subject directory. Some links to suggested resources are provided below (link directly on name of resource.) You should consult at least 2 resources. Please use these resources or resources of your own choice to completely fill out 4 (not all 5) of the following charts.

- [EBSCOhost](#)

Link into *Power Library*.

Select *EBSCOhost* from the middle right.

Select *EBSCOhost Web*.

At the top right, select *Help*.

At the left nav, using the plus sign, open up *Using Search Techniques and Tools*.

You will now see multiple tips to open up.

- [Google](#)

Search tips are found via the link *About Google*.

You will see a link for basic tips.

Link [here](#) for advanced search tips.

- [Opposing Viewpoints Resource Center](#)

At the top of the home page, you will see a link entitled, *Search Tips*.

- [AltaVista](#)

Towards the right, there is a link entitled, *Help*.

Once you are in the *Help* link, link into the link entitled, *Search*.

Student Name:		Resource Name:	
<div>Search Technique example: use 2 or more keywords</div>		<div>Search Technique</div>	
<div>Examples example: body image AND media</div>		<div>Examples</div>	
<div>This helps (circle one): Random Regina Obscure Ollie Scientific Sadie</div>		<div>This helps (circle one): Random Regina Obscure Ollie Scientific Sadie</div>	
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		<div>Search Technique</div>	
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When you are done charting, you need to meet up with another classmate and compare notes and edit or add to them as needed (adding should be done on the fifth chart provided).

Together, decide how many results (hits) are ideal for a student to be able to successfully look through in a 45 minute period of research time.

Our group believes that _____ results are ideal in a 45 minute period of research time.

You should now test out your tips together on the databases that you have consulted. Your goal will be to make the number of results you receive (hits) be about the same amount as the number your group decided was manageable. As you test your tips, you may need to edit your notes to effectively communicate search tips.

It is very important that your notes clearly state why the search tip would be performed, how to perform it and provide an example. The reason that this is important is that you must utilize this information to create your final product.

***Your* Final Product**

Your product should be created to help the character who most resembles you. You may create a series of 5 informational posters that could be hung in a classroom or computer lab, a powerpoint presentation that could be posted on the web, or a short (10-15 minute) video that can be shown to teach students how to search effectively.

Please refer to the rubrics on the following pages for each product.

Your product is due on: _____

The goals of this lesson were to have you:

- Determine what type of searcher you are and learn and test ways in order to improve your efficiency.
- Read search tips from websites you use most often in order for you to “get to know the website” and use it most effectively.
- To help you to remember to consider the amount of hits you receive in your results lists and to be able to adjust them to receive manageable results lists.

Informational Poster Rubric

Student Name:

CATEGORY	4	3	2	1	0
Clear Title & Heading	The perfect title has been chosen. It strongly ties to the contents of the poster and is exceptionally clear.	Title is clearly written and ties to the content of the poster as well.	Title is somewhat clearly written and somewhat ties to the content of the poster.	The title has nothing to do with the contents of the poster and it is written in an unclear manner.	There is no title.
Strong Visual Element	The perfect picture has been chosen and drawn with accuracy. The visual strongly ties to the content of the poster.	The picture accurately reflects the content of the poster.	The picture has something to do with the content of the poster, but the viewer needs time to figure it out.	The picture has nothing to do with the contents of the poster.	There is no picture.
Eye catching, artistic design	An artist could not have done it better!	The design enhances the information.	The design takes away from the viewer understanding the content.	The design is so distracting that the viewer cannot understand.	No design is used.
Information/ Explanation of the visuals	The information given is explained in a short and concise manner.	The information is in more of a sentence form.	There is more than one sentence on the poster.	A paragraph is used to explain the information.	Multiple paragraphs are used or no information is given.
Easy to read / Neatness	I could read this poster from miles away!	When walking past this poster, I can easily understand the contents.	When walking past this poster, I need to stop to read the contents.	I need to search for meaning in this poster.	I cannot read this poster
Spelling/ Grammar	There are 0 spelling or grammar mistakes!	There are 1 or 2 spelling/grammar mistakes.	There are 3 or 5 spelling/ grammar mistakes.	There are more than 5 spelling/ grammar mistakes.	I cannot read this poster

Video Production Rubric

Student Name:

CATEGORY	4 Advanced	3 Proficient	2 Basic	1 Below Basic	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
Research	Note cards indicate that the group members developed questions about the assigned topic, consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 2 reference sources, developed a position based on their sources, and correctly cited their sources.	There are fewer than two note cards OR sources are incorrectly cited.	
Lighting and Sound Setup	Additional lighting has been used to eliminate shadows and glares. Cameras are set to the appropriate light and sound level.	Additional lighting has been used, but may not be set up optimally. Cameras are set to the appropriate light and sound level.	Cameras are set to appropriate light level, but no additional lighting or sound was used when needed.	Cameras are not set to appropriate light level. Additional lighting or sound may, or may not, be used.	

Power Point Presentation Rubric, page 1 of 2

Student Name:

	Excellent	Good	Acceptable	Nearly Acceptable	Unacceptable
Slide Layout/ Design	<ul style="list-style-type: none"> Background specifically complements and supports presentation theme Background is consistent throughout the presentation Background does not distract the viewer from the content Font is customized for the presentation theme & is no smaller than 24 pt 	<ul style="list-style-type: none"> Background only generally supports presentation theme Background is consistent throughout the presentation Background does not distract the viewer from the content Font is appropriate for presentation theme & is no smaller than 24 pt 	<ul style="list-style-type: none"> Background is generic, but does not contradict the presentation theme Background is consistent throughout the presentation Background distracts slightly from slides' content Font is not appropriate for presentation theme but is readable 	<ul style="list-style-type: none"> Background contradicts the presentation theme Background is inconsistent Background distracts the viewer from the content Font causes the text to become unreadable 	<ul style="list-style-type: none"> Background is absent Font is inappropriate for the presentation theme and is either too large or too small
Slide Presentation	<ul style="list-style-type: none"> Text is organized in a logical sequence Text transitions are smooth and complement presenter's speech Slide transitions are smooth and strategic Time between slides is approximately same length and never loses audiences' attention 	<ul style="list-style-type: none"> Text is organized in a logical sequence Text transitions are timed with presenter's speech Slide transitions are smooth Time between slides is approximately the same length 	<ul style="list-style-type: none"> Text sequence loosely follows presentation Text transitions are too slow or too fast, but only minimally distracts One or more slide transitions are distracting Time between one or more slides is too fast or too slow 	<ul style="list-style-type: none"> Text is not organized in a logical sequence Text transitions distract the audience Slide transitions distract from overall presentation Timing of slides is awkward and causes audience to be distracted 	<ul style="list-style-type: none"> Text is absent Text transitions are designed specifically to distract audiences Slide transitions are specifically designed to distract audience No thought is given to the timing between slides
Slide Content	<ul style="list-style-type: none"> Bullet points on slide concisely summarize the slide's message Slide content is insightful and all references are given Images clarify slide's message Slide content exhibits an understanding of the specific audience 	<ul style="list-style-type: none"> Bullet points on slide appropriately summarize the slide's message Slide content is factual and all references are given Images support slide's message Slide content attempts to make presentation interesting 	<ul style="list-style-type: none"> Bullet points on slide generally summarize the slide's message Slide content is superficial and/or some references are missing Images relate loosely to slide's message Slide content does not attempt to interest audience 	<ul style="list-style-type: none"> Bullet points do not relate to slide's message Slide content is misleading and/or does not contain most references Images do not match the slide's message Slide content shows a lack of concern for audience 	<ul style="list-style-type: none"> Bullet points are absent Slide content is obviously unsubstantiated Images are absent Slide content deliberately distracts audience

Power Point Presentation Rubric, page 2 of 2

	Excellent	Good	Acceptable	Nearly Acceptable	Unacceptable
Oral Presentation Mechanics	<ul style="list-style-type: none"> • Uses eye contact to capture audience's attention • Student needs no written prompts to elaborate on the subject • Speaks clearly and completely engages audience • Uses precise, detailed terminology with obvious understanding of its meaning 	<ul style="list-style-type: none"> • Maintains eye contact • Uses notes or note cards for prompts • Speaks clearly and holds whole audience interest • Pronounces correctly all terminology and shows evidence of some mature language 	<ul style="list-style-type: none"> • Attempts to look at audience occasionally • Uses slides for prompts • Speaks clearly and holds interest of most of the audience • Uses generic language but uses it appropriately 	<ul style="list-style-type: none"> • Rarely makes eye contact • Reads presentation from slides or final paper • Is difficult to hear or understand and loses audience • Does not understand or pronounce correctly all terminology 	<ul style="list-style-type: none"> • Distracts audience with giggles or odd gestures • Has no notes and reads slide content without elaboration • Refuses to speak • Uses inappropriate language
Oral Presentation Content	<ul style="list-style-type: none"> • The whole audience understands the thesis • Thesis is thoroughly supported with insightful proof • Able to entertain and address questions from audience regarding content and research methods/sources 	<ul style="list-style-type: none"> • Thesis is generally understood by audience • Thesis is supported by solid proof • Able to entertain and address questions from audience regarding thesis or topic 	<ul style="list-style-type: none"> • Thesis is stated • Thesis is supported with minimal or generalized proof • Attempts to answer questions from audience 	<ul style="list-style-type: none"> • Thesis is confusing • Thesis is not supported by the proof given • Is unable to entertain questions from audience 	<ul style="list-style-type: none"> • Thesis is absent • No attempt is made to provide proof for the thesis • Answers questions incorrectly or does not allow questions to be asked

This project addresses the following national technology standards:

NT.K-12.3 TECHNOLOGY PRODUCTIVITY TOOLS:

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

NT.K-12.4 TECHNOLOGY COMMUNICATION TOOLS:

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

NT.K-12.5 TECHNOLOGY RESEARCH TOOLS:

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.

NT.K-12.6 TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS:

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

This project addresses the following Pennsylvania Academic Standards for Science and Technology:

3.2.12.D (Grade 12)

Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her own maximum potential and to acquire the knowledge and skills needed to analyze and use the technological design process to solve problems.

This project addresses the following Pennsylvania Library Media Standards:

- 1.3 Formulates questions based on information needs.
- 1.5 Develops and uses successful strategies for locating information.
- 3.1 Organizes information for practical application.
- 3.2 Integrates new information into one's own knowledge.
- 9.4 Collaborates with others, both in person and through technologies, to design, develop, and evaluate information products and solutions.

This project addresses several of the goals for information literacy listed in *Information Power: Information Literacy Standards for Learning*, prepared by the American Association of School Librarians and the Association for Educational Communications and Technology.

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

For a teacher's guide: go to HYPERLINK "<http://www.palisadessd.org/phslibrary>" www.palisadessd.org/phslibrary and pull the drop down menu entitled "lesson plans"